

THE POLICY OF PROFESSIONAL EDUCATION FOR VOCATIONAL TEACHER IN EAST-INDONESIA

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The policy of The Ministry of National Education and Culture, Indonesia is to provide professional teachers in higher education level and vocational school in order to face AFTA era in 2015.

The law No. 12 Year 2012 about Higher education, juridically, accommodate higher education institution of vocational "Community Collage". The requirement projection of the educators for Community Collage in six economic corridors till the year of 2015 is 6.053. The east area is estimated at about 2.456 teaching staffs.

Teacher Profession Education (PPG) has lasted since 2008 with in-service model. The decree of Minister of National Education No. 126/P/2010 on the establishment of Teacher Education Institute as the organizer of PPG for In-Service Teacher appointed 55 Teacher Education Institutes with the quota of 13.020 students for 3 years. However, the program had not responded optimally by the teachers. The another model of PPG for Pre-Service Teacher determined by Directorate of Higher Education which was assigned 15 Teacher Education Institutes (TEI) to conduct PPG for elementary level with dormitory system. Also, Integrated-Professional Education of Teacher to prepare vocational high school teachers in the remote and Underdeveloped regions (SM3T Program).

To improve the teacher quality of vocational high school as a mandate of Law No. 14 Year 2005, and Government Rule No. 74 Year 2008, Directorate of Higher Education decided Padang State University, Jakarta State University Yogyakarta State University, and Malang State University to hold Collaborative-PPG Program for Agriculture field. In 2012, twelve Teacher Education Institutes conducted Collaborative-PPG program with various skills.

Keyword : policy, vocational, education

A. INTRODUCTION

The vision of national building, as written on the Law No.17 Year 2007, is "Realizing Indonesian people that are self reliance, progressive, fair and prosperous" known as the national long term planning 2025. In line with the vision, the focus is to increase the value added and to expand the chain of production process as well as the distribution by managing the asset and expanding the access of (potential) Natural Resources, geographic region, and Human Resources, through the creation of an integrated as well as synergistic economic activities within and among regional centers of economic growth. Then, what is the relevant field of expertise to develop the education in East Indonesian?

In order to support the sustainable economic growth as well as to provide equitable high income to all levels of society in eastern Indonesia, in this case, the

education sector become the core element. Education should be able to design the programs which is purposive, flexible in order to accommodate the needs of knowledge and skills for this community. The policy of the ministry of education and culture is to improve the education quality of the high school level as well as the higher-education. In the year of 2012, the priority is the provision program for professional educators. The Law No.74 Year 2008 on Teacher states that the government gives mandate to Teacher Education Institute (TEI) to hold Teacher Profession Education (PPG) and the Law No. 12 Year 2012 about Higher education, juridically, government gives legal permission to establish Community Collage.

B. DISCUSSION

1. POLICY DEVELOPMENT AND ECONOMIC BUILDING

The Coordinating Ministry for Economic Affairs has formulated the strategies and development policies through The Masterplan for Acceleration and Expansion of Indonesia's Economic Development (abbreviated MP3EI). Long-term policy of Indonesia is based on the development of economic corridors in accordance with the potential and the benefit of each region of Indonesia. The eastern Indonesia economic corridor includes 1) Bali –East Nusa Tenggara, 2) Borneo, 3) Sulawesi, and 4) Papua.

The Economic Corridor theme of Bali –East Nusa Tenggara is “the Gateway for Tourism Industry and National”. The development strategy in Bali corridor is focused on tourism sector while East Nusa Tenggara is on agriculture processing, livestock, and plantation. The theme for Kalimantan is “Center for production and processing of national mining and energy reserves”. The corridor of Sulawesi focus on “Center for production and processing of national agricultural, plantation, fishery, oil & gas, and mining”. Then, the corridor of Papua - Maluku is “Center for development of food, fisheries, energy, and national mining”.

2. Gross Enrollment Ratio(GER)

The National Socioeconomic Survey (SUSENAS) of 2012 shows that the higher education level, the smaller participant enrollment. The highest Gross Enrollment Ratio (GER) of Indonesia is only 18.7 percent. It means the higher-education should make a great effort to create academic atmosphere which is truly needed by society. The Minister Education and Culture of Indonesia, Muhammad Nuh, explains that the GER should increase until 35 percent in 2015. At his moment, the development of GER attain 29 percent. Meanwhile in 2014, it is expected that GER can improve until 30 percent. This number is increasing at about 12 percent in the last four years. Previously, GER in 2009 was only 18 percent (retrieved from *Republika* on Thursday, December 19, 2013). Director General of Higher Education Ministry of

National, Djoko Santoso, in the inauguration of the Mandarin Language Center on campus Tamalanrea UNHAS, Makassar (February 23, 2014) states that the number of Indonesian students is 4.6 million while the children who are in age for collage level are about 25 million. He adds that GER for the developed countries has reached at 40 percent.

Based on School Enrollment (APS) of SM / SMA / SMK 2013 in Eastern Indonesia, the highest 3 was Bali with 70.8%, province of Maluku is 68.40%, and North Maluku with 68.26%. GER for higher education for those three provinces was Maluku province of 29.00%, province of South is 22.76 Sulawesi and North Maluku province of 21.70%. It means the eastern Indonesia have still to arrange the educational programs to encourage the local economic, as the expectation of the Minister Education and Culture of Indonesia , i.e. 35% in 2015. Therefore, the central government and local governments should make synergetic efforts to encourage various human resource development programs which is oriented to the potential of each region through vocational education.

3. Community Collage

Community collage is a place to gain valuable knowledge (knowledge, skills and vocational) which is needed by the society and industrial sectors. The more specific definition is provided by Jacobs and Grubb (2003), they state that community college is an institution to establish basic skills, vocational and produce workers with particular skills. Based on the Benchmarking on the structure of Community collage in Malaysia (Ministry of Higher Education of Malaysia), it showed that the Community collage is under *Jabatan Pengkajian Politeknik and Kolej Komuniti* since 2001. The main purpose of Community Collage is to provide the required job skills training, and to expand educational opportunities for further post-secondary school, before entering the corporate or continuing their studies in higher education. Community collage provide a guarantee towards competition level in the terms of another education form which is appropriate with its commitment

to maintaining access and quality (Mullin, 2010).

Law no. 12 of 2012 on Higher Education, Article 59, paragraph 7 describes that community collage is in the form of collage that run vocational education program on the level of Diploma One (D1) and Diploma Two (D2) with the specificationfieldsofparticular science and technology according to local benefits and special needs.Indonesia has the potential of socio-economic and abundant natural resources but those haven't used optimally. This is because the lack of resources, either the human resources of technology. In the blueprint of commuity collage (2013), it gives emphasis on the role of community collage of vocational oriented to maximize the ability to processthe potential of the existing resources in each region.

The establishment of community collage is based on the characteristics of each community and the potential of each region in accordance with economic corridor of each district or province.The establishment and management of community collage can be held, either from government initiative or the industries which is operated in the region. Law no. 12 of 2012, Article 81, paragraph 1 states that the government along with the local government developing gradually at least 1 (one) community college which having appropriate field with the excellent potential in the district/ city and / or in the border areas.

The prediction of community collage in the entire Indonesia untill 2012 is about 269 units.

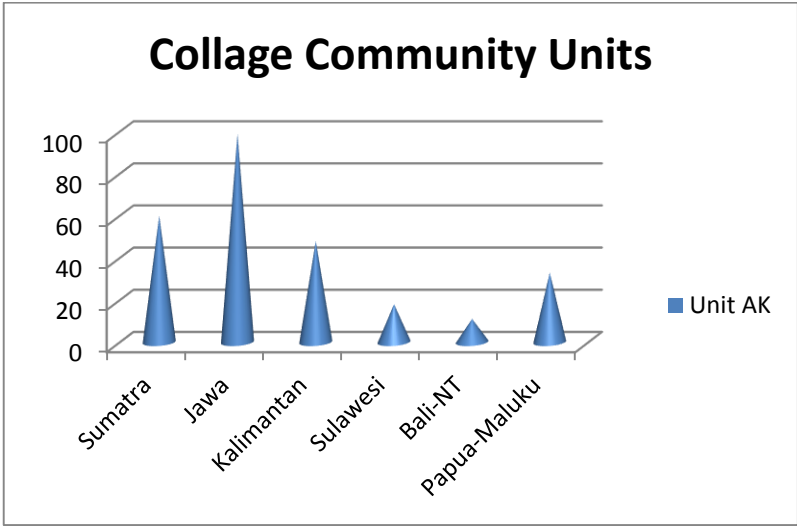


Figure 1. Projection of the total of Community Collage in the Years of 2012 - 2015 (Blueprint of Community Collage, 2013)

It is predicted that there will be 100 community colleges in Eastern Indonesia till 2015 while the national target is 269 units from 6 economic corridors. If each community college opens 3 study programs with 3 groups of learning, each unit will have 25-30 students. It means community college can recruit about 103.860 students. This condition will increase the GER in eastern Indonesiaapproximately 40.9% from the number of students in 6 economic corridors of community collage which is predicted at about 242.100 students. Then, to establish 100 community colleges and to be able to produce graduates of Diploma One and

Diploma Two, how many teaching staffs or educators should be prepared in eastern Indonesia?

The curriculum of community college is developed synergically between academic society and profession organization. The graduates of applied community college will be the agent of economic growth center for each economic corridor. This unit is as the provider of highly skilled manpower and highly skilled semi-professionals based on the potential of the region. Therefore, the existence of this unit in the entire cities/regencies should be the main consideration. The curriculum arrangement refers to or harmonizes with

the curriculum of higher education of vocation. The curriculum defines that each level harmonizing with annual based and having certain competence target. It refers to the profile of program graduates in corporate world or the industry based on the excellence of each region. The basic framework of the curriculum for each community college programs is developed by the universities, the related industries and the stakeholders which refer to Presidential Decree No. 8 of 2012 on National Qualification Framework (NQF). The main structure of community college curriculum consists of three (3) competences, namely: (i) general competence, (ii) the competence of expertise, and (iii) special competence. (See Table 4.1) For general competency-based course, students are expected to have good communication skills in Indonesian and foreign language of at least one foreign language. The ability to use information and technology become the core competence to explore and expand the knowledge. Therefore, the students are expected to be able to access plentiful information and knowledge related with their field as well as be able to implement it. This practice is referred to all learning requirements which are conducted through media of internet.

4. THE TEACHER PROVIDER FOR COMMUNITY COLLEGE

The community college educators consist of lecturers and instructors (Blueprint of Community College, 2013). The instructors for workshop and laboratory practicum, industrial practice have important role to produce skilled graduates which are ready to work for industry or developing entrepreneurship. Hence, the instructors should have adequate experience which is proved by competence certificate or their skills have been recognized by the associations, the public services and the industrial users. It is predicted that, in 2015, community college needs about 7.263 educators for D1 and 16.947 for D2. Meanwhile, the need of educators for community college in eastern Indonesia is 1.674 for D1 and D2 program is as many as 3.806. The preparation of instructor candidates for community college educators with a variety of study program

throughout Indonesia certainly requires the synergy between TEI and Polytechnic.

The Decree of Directorate General of Higher Education, Ministry of Education and Culture No. 65/DIKTI/Kep/2012 on the establishment of the holder of Pilot Program for the Education of Teacher Candidates for Community College (*Program Pendidikan Calon Pendidik Akademi*, abbreviated P2CPAK), the director appointed 12 state polytechnics which are collaborated with 12 Teacher Education Institutes. The collaboration model to prepare P2CPAK in eastern Indonesia is as follow: Yogyakarta State *Komunitas* University Universitas Negeri Yogyakarta collaborated with Politeknik Pertanian Negeri Kupang, Universitas Pendidikan Ganesha with Politeknik Negeri Bali, Universitas Negeri Manado and Politeknik Pertanian Pangkajene Kepulauan, while Universitas Negeri Makasar berkolaborasi working with Politeknik Negeri Ujung Pandang.

5. VOCATIONAL HIGH SCHOOL (VHS)

Based on the primary data of Vocational High School (VHS) version 6.0, NTT province consists of 18 districts/ cities and there are 42 state VHS and 13 private VHS in the field of livestock agribusiness and agricultural. From 55 state VHS and the private ones in the field of livestock agribusiness and agricultural have 212 groups of learning with the number of students is 3.879. The number of productive teacher is 115 and 7 honorary teachers. Meanwhile, until 2011, the government (Ministry of Education and Culture and Directorate General of Higher Education) have not prepared TEI for livestock agribusiness and agricultural.

6. THE PROVISION OF PROFESSIONAL TEACHER FOR VHS

The mandate of Law No. 14 Year 2005 article 8, 9, and 10 explains that the teachers must have educator certificate as well as physically and mentally healthy to achieve national education goals. The academic qualification is at least obtained through higher education of bachelor degree or diploma 4 program. Meanwhile, the teacher competencies, i.e. teacher pedagogical competence, personal competence, social competence, and

professional competence can be acquired through Teacher Profession Education (PPG).

The purpose of PPG is to produce the teacher candidates which have the ability to realize the national education goals. That goal infers that to develop the students' potential to become pious, autonomous, and creative individual in developing knowledge as well as being responsible and democratic citizen. In addition, PPG has a special purpose, as explained on Government rules (Permendikbud No. 87 tahun 2013), to periodically and sustainably develop professionalism to produce teachers who have multiple competencies, namely: 1) designing, implementing and assessing learning, 2) follow-up action by providing guidance and training to students, 3) conducting continued research and professionalism.

PPG is categorized into in-service and pre-service teacher. PPG for in-service teacher is an educational program which has purpose to prepare the teachers to master complete competences in accordance with the standard of national education to have educator certificate (Government Rule No. 9 Year 2010, article 1). Meanwhile, the graduates of Bachelor of Education or Bachelor/ Diploma 4 of non-educational degree program who want to be a teacher should join PPG of pre-service teacher. This program aims at preparing the graduates of Bachelor of Education or Bachelor/ Diploma 4 of non-educational degree program who have aptitude and willingness to teach to have a complete teacher competence based on national education standard (Government Rule No. 87 Year 2013).

In 2013, Directorate General of Higher Education has developed various models of PPG for Pre-service teacher, such as PPG for Bachelor Graduates Teaching in Remote and Underdeveloped Regions (SM-3T) program, PPG-Integrated with Dorm System and Additional Authority, Collaborative and Integrated PPG, as well as Integrated PPG. The purpose of Collaborative PPG program is to prepare the teacher of vocational high school to planning, conducting, and assessing productive subjects.

The spectrum of expertises for vocational education has developed rapidly. In the year of 2008, the Decree of Directorate General for Management of Primary and Secondary Education No. 251/C/KEP/MN/2008 shows that there are 121 spectrums of expertises. Nowadays, TEI is just able to educate teacher candidates for 54 skill-competencies. Meanwhile, the vocational high school which has 20 study programs with 67 skill-competencies do not have qualified teacher from TEI graduates. Based on the characteristics of academic expertise and strong partnerships, Directorate of Higher Education develops a model of Integrated and Collaborative PPG.

7. PILOT PROGRAM OF INTEGRATED AND COLLABORATIVE PPG (COLLABORATIVE PPGT)

At the beginning, the model of Pilot Program of Collaborative PPGT in 2012, Faculty of Engineering, Yogyakarta State University (FT UNY) was appointed by Director of Education and Educational Staff Development, The Directorate-General of Higher Education, to hold Collaborative PPGT Program in the field of agricultural with Polytechnic State Kupang (Politani).

The reason behind the appointment of Faculty of Engineering, Yogyakarta State University and Agricultural Polytechnic State Kupang is because of (1) the teacher shortage in Kupang (East Nusa Tenggara) as the remote and underdeveloped region, (2) unbalanced distribution, (3) underqualified teachers, (4) low-competencies teacher, (5) mismatching between teacher qualification and their subject field.

The recruitment process and students selection of Collaborative PPGT is through three stages, namely: selection of administration, academic selection, and interview test (personality, interest, and motivation). In the administrative selection, there were 84 participants passed the stage and the written test for academic selection remains 40 candidates. After the final selection (interview), 30 candidates were declared "fulfilling the requirements".

The curriculum framework of Pilot Program of Collaborative PPGT is developed

based on the demand of corporate world as professional teacher with teaching authority for productive subject on vocational high school. The curriculum refers to teacher education integrated with VHS. In the first year or two semesters, a student pursues a diploma 4 and matriculation programs. In Diploma 4 program, students take academic

courses in the field of agricultural extension which is equal to 49 credits. In addition, the students go through pedagogy course of 12 credits. The planning and implementation of Diploma 4 program become the duty of Polytechnic State Kupang. The curriculum can be described as follow:

PPG	4	PPL 2 at VHS 3T (6 sks)	
		PPL 1 ta VHS DIY & JATENG (6 sks)	
	3	WORKSHOP SSP (20 sks)	
D4	2	Pedagogical Course (5 sks)	field of expertise (24 sks)
	1	Pedagogical Course (7 sks)	field of expertise (25 sks)

Figure 2. The curriculum structure of Pilot Program of CollaborativePPGT

The policy of Pilot Program of Collaborative PPGT which has been implemented in four collaborations of TEI and Polytechnics since 2011 is the integrated concept to improve the academic qualification and the competence of teacher candidate. This program is expected to be able to provide ideal and professional teachers for vocational high school, especially for the field of expertise that have not been accommodatedby TEI.

C. CLOSING REMARKS

The predicate of professional teacher on vocational education for the community college and vocational high school is a prestige position and it can be a pride for the youngster of eastern Indonesia. The policy of development and preparation among the teacher candidates of vocational has lasted since 2009 through PPG of In-Service Teacher program. In 2012, the program of teacher candidate for community college needs to be developed by involving the stakeholder systematically. The Implementation of both programs through the concept of "Pilot Program" should be examined. After that, deciding the model of vocational PPG and community

collegewhich is in line with the economic corridors in eastern Indonesia.

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